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ABSTRACT

A college professor involved with the HELDS (Higher Education for Learning Disabled Students) project discusses ways in which he modified his course on the sociology of leisure for LD students. Following a review of LD characteristics is a discussion on identifying LD in students. Teaching strategies are discussed (including use of tape recordings, flexibility in testing, use of a course syllabus, and provision of instruction through a variety of modalities). Final comments address his reactions to the HELDS project and the benefits he attributes to it. Among appendixes are a list of teaching tips and a course syllabus. (CL)

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LEARNING DISABLED STUDENTS IN THE BEHAVIORAL AND SOCIAL SCIENCES

by
Frank Sessions

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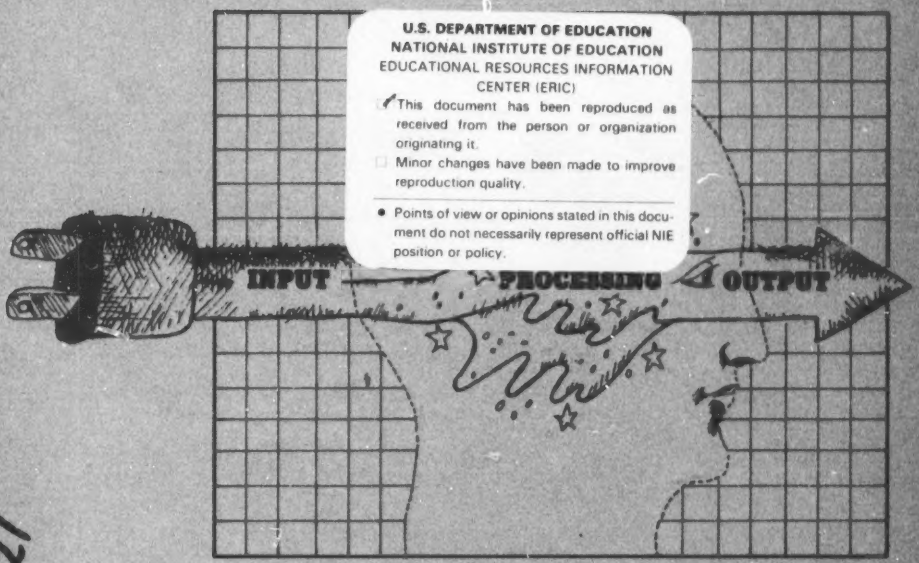

EC 160 421

THE HELDS PROJECT SERIES
CENTRAL WASHINGTON UNIVERSITY

2

LEARNING DISABLED STUDENTS IN THE BEHAVIORAL AND SOCIAL SCIENCES

Alternative Techniques for Teaching The Sociology of Leisure to Learning Disabled Students in the University

by
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Professor of Sociology
Central Washington University

HELDS Project
(Higher Education for
Learning Disabled Students)

Instructional Media Center
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THE HELDS PROJECT AT CENTRAL WASHINGTON UNIVERSITY

The acronym HELDS stands for Higher Education for Learning Disabled Students. It represents a model program funded for three years (1980-1983) by the Fund for the Improvement of Post Secondary Education (FIPSE), a division of the Department of Education. This project was funded as a model for other colleges and universities that are preparing to provide equal academic access for the learning disabled students.

Project HELDS had three major focuses. The first was to provide such access for the learning disabled student under Section 504 of the Rehabilitation Act of 1973. This we did for learning disabled students, most of whom were admitted without modified requirements to Central Washington University. These students were not provided remedial classes. They were enrolled in classes with other college students. The help that we gave was habilitative, rather than remedial, teaching them how to compensate for their weaknesses.

The habilitative training began with identification of those who were learning disabled and included, but was not limited to, such support services as taped textbooks (provided through the services of our Handicapped Student Services Coordinator), readers, writers for tests, extended time for tests, pre-registration with advising to ensure a balanced schedule, the teaching of study skills and tutoring by tutors from the campus-wide tutoring program who were especially trained to tutor learning disabled students.

The second focus of the project was to give a core of twenty faculty teaching classes in the basic and breadth areas a sensitivity to the characteristics of students who were learning disabled so that they could modify their teaching techniques to include the use of more than one modality. This ensured an academic environment conducive to learning for the LD. The faculty members participated in monthly sessions which featured experts in the field of learning disabilities, and in the area of the law (Section 504) that deals with the handicapped student and higher education. There were several sessions in which Central Washington University graduates and currently enrolled LD students shared their viewpoints and experiences with the faculty members. As a result of this some faculty members used the students as resource people in developing curricula for their various disciplines published in this series.

The third focus of the project was to make the university community aware of the characteristics of learning disabilities and of the program at Central. It also sought to encourage other colleges and universities to initiate such programs.

WHAT IS A LEARNING DISABLED STUDENT?

People with learning disabilities have handicaps that are invisible. Their disability is made up of multiple symptoms that have been with them since childhood. Many of them have been described as "dyslexics," but if they are categorized as dyslexic, this will be only one of their many symptoms, as a sore throat is only one of the many symptoms of a cold.

Three concise descriptions of the learning disabled children are provided in Hallahan and Kauffman:

"The National Advisory Committee on Handicapped Children (1968) proposed the following definition, which was adopted by the 91st Congress:

> Children with special disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage.

Task Force II of a national project (Minimal Brain Dysfunction in Children: Educational, Medical and Health Related Services, Phase Two of a Three-Phase Project, 1969) wrote the following two definitions:

> Children with learning disabilities are those (1) who have educationally significant discrepancies among their sensory-motor, perceptual, cognitive, academic, or related developmental levels which interfere with the performance of educational tasks; (2) who may or may not show demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, sensory deprivation or serious emotional disturbance.
>
> Children with learning disabilities are those (1) who manifest an educationally significant discrepancy between estimated academic potential and actual level of academic potential and actual level of academic functioning as related to dysfunctioning in the learning process; (2) who may or may not show

demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, cultural, sensory and/or educational deprivation or environmentally produced serious emotional disturbance.[1]

Although the preceding definitions are concerned with children, the President's Committee on Employment of the Handicapped, in their booklet *Learning Disability: Not just a Problem Children Outgrow*, discusses LD adults who have the same symptoms they had as children. The Department of Education (Reference Hallahan & Kauffman) says that two to three percent of the total public school population are identified as learning disabled and that there are over fifteen million unidentified LD adults in the United States, acknowledging, of course, that people with this problem are not restricted to the United States but are found all over the world.

We know that many learning disabled persons have average or above average intelligence and we know that many of these are gifted. In their company are such famous gifted people as Nelson Rockefeller, Albert Einstein, Leonardo da Vinci, Thomas Edison, Hans Christian Anderson, Auguste Rodin, William Butler Yeats, and Gustave Flaubert.

The causes of learning disabilities are not known, but in our project each of our identified learning disabled students shows either an unusual pregnancy (trauma at birth, such as delayed delivery, prolonged or difficult delivery) or premature birth. They oftentimes have a genetic family history of similar learning disability problems.

An exerpt from my *Criterion and Behavioral Checklist for Adults With Specific Learning Disabilities* has been included as Appendix A.

/s/ MCS
6 June 1982
Ellensburg, Washington

[1]Daniel P. Hallahan and James M. Kauffman *Exceptional Children* (Englewood Cliffs, New Jersey: Prentice-Hall, 1978), pp. 121-122.

I. INTRODUCTION

In the good ole days, back when there were no laws requiring professors to accommodate deviants in the classroom, a young man shuffled into one of my classes the first day of the quarter and plunked his huge, overweight frame down in the chair and out into the aisle. A frayed shirt (but clean, I noticed) was half tucked in, no socks, the lace to one of his tennis shoes was hanging loose, he was mostly unshaven as though a couple of swipes of the razor had been attempted, and his hair was uncombed. This young man, Mark Harvester*, looked as though he was suffering from one hell of a hangover.

Mark had a learning disability. This first encounter with Mark occurred several years before I participated in the HELDS project, and before I was aware that anyone, much less Mark, had a learning disability. Over the years all of us undoubtedly have had students with learning disabilities of one kind or another. Mark stood out because he obviously was different physically and, I soon learned, was exceptionally bright. Most learning disabled (LD) students, however, choose to hide their affliction if they can and to remain among the crowd, taking their lumps, studying excessively long hours and struggling for passing grades.

While some three percent of the children in public schools are labled as disabled (LD), it is estimated that 20 percent of the population is LD to some degree. Until recently most of these people with severe learning disabilities were ignored, isolated and often institutionalized. Surprisingly, however, a fairly large number of well-known achievers were afflicted by a learning disability. Even Moses, it has been suggested, had a learning disability. Most of these high achievers had two factors in common which set them apart from other LDs — they were born into families which were affluent, if not wealthy, and their parents refused to believe they were mentally defective. Mark, too, fit this pattern. His parents were both professional people, his mother an accountant and his father a nuclear physicist. Mark also fit the intellectual mold of college LDs — bright as a group. LDs are about the same in intelligence as the general population, but the evidence suggests, as has been pointed out, that LD college students are significantly more intelligent than their college peers. This is quite natural since the survivors are clever enough to develop effective, rather ingenious means of compensating in order to learn and compete successfully throughout their school careers.

In the remaining sections I will discuss LD characteristics, identifying LDs in the social and behavioral sciences, and teaching strategies for social and behavioral science fields, followed by a summary and some final observations.

Before turning to Section II, however, I would like to point out that the HELDS workshop which has been intense at times and has extended over

* not his real name.

some two academic years, has been for me, personally, an enlightening and truly invaluable experience in helping me to understand, identify and deal with LDs. In my opinion, every teacher throughout the entire educational system should be afforded the same opportunity. Since that dream may be unrealistic (and while I make no claim to being an LD specialist), I wish to share some of this exciting, newly gained knowledge, through this booklet, and/or personally with anyone who would like to call or arrange a visit. I can be reached as follows:

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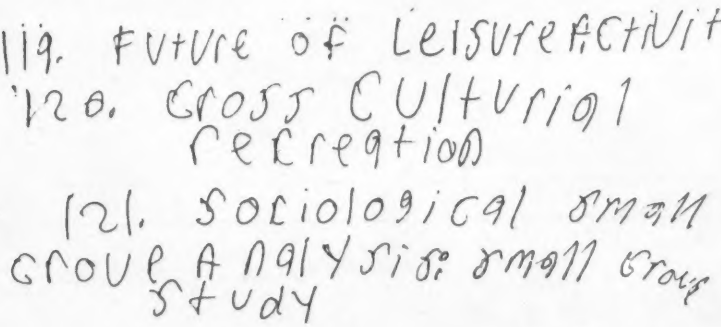
II. CHARACTERISTICS OF LD STUDENTS

The term most of us associate with learning disability is "dyslexia," an inability to read. Students with learning disabilities, however, have a variety of problems in acquiring, storing, and/or retrieving data. They receive or process inaccurate information through their senses. "Like static on the radio or a bad T.V. picture, the information becomes garbled as it travels from the eyes, ears, or skin to the brain."[1]

Mark was a voracious reader, but he had difficulty writing. It was almost impossible for him to write cursive, so he laboriously printed everything. An example follows:


119. Future of Leisure Activities
120. Cross Cultural Recreation
121. Sociological small Group Analysis: small Group Study

[1] Brown, Dale. *Learning Disabilities*. ERIC Clearinghouse on Handicapped and Gifted Children. 1980.

Mark did not perceive his printing as being askew and, after literally hundreds of hours of practice and much tutoring, Mark showed little improvement. In addition to the writing problem, he had a slight speech impediment which was distracting to people at first. Instead of saying, "Hello, Frank, how are you?", he would say, "Hello, Faank, how awe you?" He particularly had difficulty articulating "r" and again was mechanically unable to pronounce the letter correctly in spite of innumerable hours of tutoring and practice.

It was rather amusing to observe the reaction of other students in various classes. Even though Mark regularly participated by asking perceptive questions and offering knowledgeable comments, it was most startling to the group when he would stand up to give a report. In the larger classes, people who previously were only vaguely aware of Mark suddenly were confronted by this unkempt clod who had somehow managed to remain in class. Nervous giggles and snickers would be heard as he began. Shortly, however, his audience realized that this guy had something worthwhile to say. It soon became evident that Mark was well prepared and was discoursing not only in depth, but with considerable breadth. His appreciation of history, and ability to grasp, interrelate and synthesize a wide range of complex materials and events was astounding. His generalist approach, I admit, was refreshing to me, but it was especially satisfying to see that most of the students were soon attentive, if not enthralled.

While recent identification and classification of LDs has shown that each individual LD has a unique problem, some, like Mark, suffer from multiple problems. Nevertheless, learning disabilities are broadly categorized as follows[2].

1. *Visual perceptual problems.* Difficulty taking information in through the sense of sight and/or processing that information.
2. *Visual figure-ground problems.* Difficulty seeing a specific image within a competing background; for example, seeing the teacher's face when he or she stands in front of a blackboard with writing on it or picking out one line of print from other lines on a page. People who have this problem cannot see things that others can see. One line of print on the page appears to be missing.
3. *Visual sequencing problems.* Difficulty seeing things in the correct order, for instance, seeing letters reversed or seeing two knobs reversed on a machine. The person who has this problem actually sees the word incorrectly: he or she sees *was* instead of *saw*.
4. *Visual discrimination problems.* Difficulty seeing the difference between two similar objects, such as the letters *v* and *u* or *e* and c; between two similar chemical symbols; or between two types of leaves.

[2] Ibid.

5. *Auditory perceptual problems.* Difficulty taking information in through the sense of hearing and/or processing that information. People with this problem frequently hear inaccurately. A sequencing or discrimination error can totally change the meaning of a message. For example, one might hear, "The assignment is due in May," rather than "The assignment is due today." People with auditory handicaps frequently do not hear unaccented syllables. They may hear "formed" instead of "performed" or "seven" instead of "seventy." Some auditory perceptual handicaps are:
   a. *Auditory figure-ground problems.* Difficulty hearing a sound over background noise; for instance, hearing the professor lecture when an air conditioner is humming in the room, hearing one bird chirp while other birds and insects are singing, or hearing someone talk at a party when music is playing.
   b. *Auditory sequencing problems.* Difficulty hearing sounds in the correct order; for instance, hearing "nine-four" instead of "four-nine," hearing "law" instead of "wall," or hearing music garbled because the notes are perceived out of order.
   c. *Auditory discrimination problems.* Difficulty telling the difference between similar sounds such as "th" and "f" and "m" or "n," hearing "seventeen" instead of "seventy," or hearing an angry rather than a joking tone of voice.
6. *Motor problems.* Difficulty moving one's body efficiently to achieve a certain goal. Following are some motor problems:
   a. *Perceptual motor problems.* Difficulty performing a task requiring coordination because of inaccurate information received through the senses. This may result in clumsiness, difficulty in participating in simple sports, and awkward or stiff movements.
   b. *Visual motor problems.* Difficulty seeing something and then doing it, such as copying something off a blackboard or learning a dance step by watching the teacher.
   c. *Auditory motor problems.* Difficulty hearing something and then doing it, such as following verbal directions on a test or taking notes in a lecture.
7. *Intersensory problems.* Difficulty using two senses at once or associating two senses; for instance, not realizing that the letter *D* is the same as the sound "D."
8. Handicaps Classified by academic difficulty:
   Dyslexia — Inability to read
   Dysgraphia — Inability to write
   Dyscalculia — Inability to do math

Mark's learning disabilities involved perceptual motor and speech prob-

lems, as well as dysgraphic. College professors are most likely to notice students with dyslexia because it is more difficult to hide and generally poses severe problems for the student. Classifying the various learning disabilities tends to be misleading, however, because even though the student's dyslexia may be identified as "visual sequencing problems," the sequencing often is inconsistent. The word *pal*, for instance, may be seen as *lap*, and 30 seconds later as *alp*. If *pal* would always appear as *lap*, then compensating for the disability would be relatively easy, but it may capriciously appear also as *alp* in the same paragraph and then may shift to *pal* and perhaps back to *lap*.

Often certain letters are indiscriminable, such as *v* and *u*, *f*, and *t*, *o*, *e*, and *c*. For these people, learning to read is extremely difficult. Even when they learn to read, comprehending new materials requires a heroic effort and excessive amounts of time. Anyone, for example, would have trouble "decoding" the following paragraph:

> The fov nahdipecs *raeting sicaditilais* don *nomiat terbatoim* rea trepeonlly noetusob. Nanfetty raferbab goedla hewe nitifeb tacnmimg peceoily. Thoy trimk more stomty mab tass attacfevity frem ofrah qocpte Lectmimd bisedtab poapat, on het forra barb, fea pecadte to faeminid dan pentofning fa intet ega cluta, but notin alemimg si atteefeb py hefiat rambipacs. They netb of racu uniquc yams of diahining acoofeta mifofnafoim morf the voftb ofuanbtrom.

Yet most people can rapidly read and comprehend the paragraph as it actually was written:

> The two handicaps *learning disabilities* and *mental retardation* are frequently confused. Mentally retarded people have limited learning capacity. They think more slowly and less effectively than other people. Learning disabled people, on the other hand, are capable of learning and performing at their age level, but their learning is affected by their handicaps. They tend to have unique ways of gaining accurate information from the world around them.[1]

Even though college LD students are bright, industrious and are compensating for their handicaps, many are crippled in other ways. Emotionally and socially, Mark stood out. He *was* different. Over the years and particularly when he served as my student assistant, I learned a great deal about Mark — his triumphs and failures, his dreams and frustrations and his overwhelming loneliness.

I have learned that Mark's childhood was typical of many LD children. He became a loner even before entering school. He was large and clumsy and he talked with an impediment. When he was a preschooler, his family moved frequently and he could sense the hostility of the parents in the

[1] Brown, Dale. *Postsecondary Options for Learning Disabled Students*. ERIC Clearinghouse on Handicapped and Gifted Children. 1980.

new neighborhoods. In his early school years he was teased unmercifully by peers, misunderstood by teachers, labeled as mentally defective and treated accordingly. Fortunately, there was an occasional teacher who recognized Mark as having a great deal of potential and gave him a little extra attention. One was his fourth grade teacher who, Mark recalls, "may have saved me from being institutionalized and perhaps even saved my life. She sort of took me under her wing and assigned me little tasks to perform which gave me a certain amount of status. She saw that I wasn't stupid and gave a tremendous boost to my morale at a time when I was down, really down. By the time I reached the fourth grade, I was pretty much an isolate. Instead of crying, as I used to when the kids picked on me, I would clobber them. I usually couldn't catch them and would miss when I swung or kicked. I was extremely uncoordinated, but sometimes I would connect and they learned to stay away from me. As I look back, I don't know whether it was worse to be with the kids and be teased or to be shunned and alone.

Anyway, after the fourth grade life at elementary school became better for me. Mrs. Cooke treated me as a human being and sort of ran interference for me with the other teachers and the kids to a certain extent. Oh, I never was competely accepted by the other students nor was I completely acceptable to most teachers. It hurt, still does, but life became tolerable, at least."

Like many other LD students, by the time Mark reached college, he had not learned proper communication or other social techniques on a Gemeinschaft level, primarily because of rejection and isolation during childhood and adolescence. In some four years of college, Mark never dated, as far as I know, nor was he ever in the company of a girl. Indeed, he never seemed to associate casually with anyone, male or female. He faithfully attended square dances, but his involvement with the square dance people seemed to stop there. All his interaction seemed to be confined to the specific function: that is, classes, political meetings, square dances, church outings and so forth. Not once did I observe Mark enjoying any kind of jocular horseplay, give and take banter and small talk that occurs among college students. Like many other LD people, Mark seemed to be, as Dale Brown has said, "in culture shock in his own culture."[4]

Until the federal mandate compelling schools to accommodate handicapped people, the incidence of LDs in the college population was unknown and "unimportant." The spring of 1982 found close to 100 in the program at Central Washington University. This number, however, includes mostly those people who are obviously LD, like Mark, and have identified themselves. It is estimated that the actual number is at least 200, which comprises about 3% of the student body, the same percentage that can be anticipated for all college campuses. Central has a well-

[4] Brown, Dale. *Counseling and Accommodating the Student with Learning Disabilities*. Office of Communications, President's Committee on Employment of the Handicapped. Washington, D.C. 20210. 1981.

organized program for handicapped students comprised of counseling and a support system of tutoring and audio-visual equipment. Too, at Central, many professors encourage students to seek help, but unlike Mark, some students are too proud or shy to take advantage of the services. Others, making it to college, though aware they have unusual problems, are unaware that help is available. While professors are not expected to be learning disability experts, nor even to become involved in counseling, we can provide a humane and valuable service to many individuals as well as society by recognizing and referring suspected LDs to an appropriate campus program or office.

Except for introductory, general education classes, I would guess that there is a selective process that tends to route students with particular problems into various disciplines. Common sense dictates that dyscalculia students, probably will avoid mathematics and the physical sciences as a major. Similarly, dysgraphia students will be unlikely to major in English or journalism. Since some disciplines such as sociology, psychology, anthropology and history, among others, require a great deal or reading, I would hypothesize that these disciplines, then, tend to discourage students with dyslexia.

Appendix A lists most of the obvious traits of students with learning disabilities, and my experience suggests that one or more of the following are most likely to be possessed by LD students attending sociology and other social and behavioral science classes:

1. Poor grooming (generally a male characteristic).
2. Poor motor coordination.
   a. Unless instructed differently, will generally print.
   b. Printing difficult to read and often is askew even on lined paper.
   c. When asked to write cursive, will switch back and forth from cursive to printing.
3. Spelling is "consistently inconsistent."
4. Inaccurate copying.
5. Generally articulate verbally, which seems to belie poor performance in other modes of communication.

III. IDENTIFYING LD STUDENTS

A student displaying one or more of the characteristics listed above and in Appendix A may not be LD, but the list does provide us with some red flags. Most LD students' problems are more subtle than Mark's and a short in-class writing assignment, for example, recently alerted me to consider a certain student as LD. Prior to my learning disabilitiy awareness workshop exposure, however, my first impression of this student's writing and performance would have been quite negative. I might

have assumed that the student was intellectually incapable of performing at a college level.

The assignment was to discuss the "level of confidence" concept and after instructing the class verbally, I wrote on the board:

.05 level

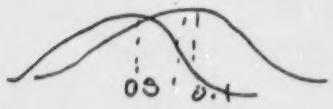
.01 level

Tie into probability curve.

After some ten minutes, all the tests from the class had been turned in and later that day, as I was reading them over, the following paper jumped out at me:

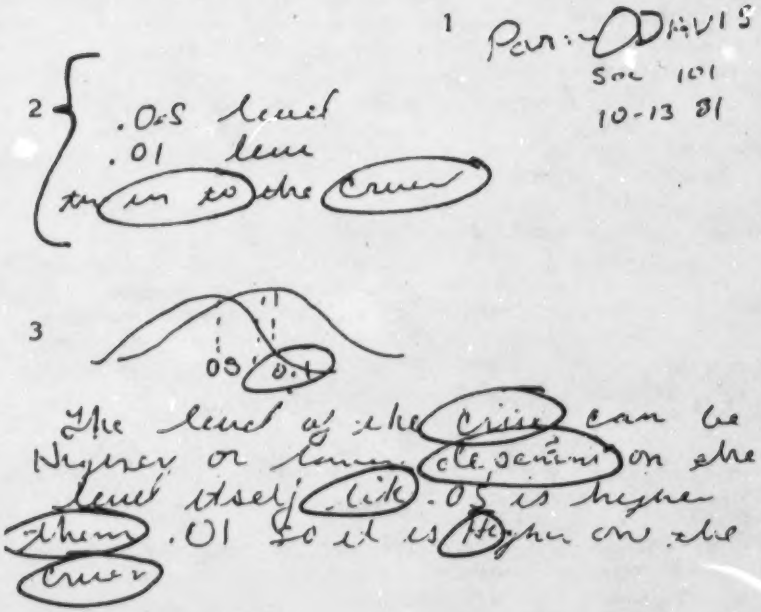
Person Davis
Soc 101
10-13 81

.05 level
.01 level
tie in to the curve



The level of the curve can be higher or lower depending on the level itself. Like .05 is higher than .01 so it is higher on the curve.

Besides the apparent misunderstanding of the concept, he provided me with a number of clues pointing to a learning disability as follows:



1. Name
   a. omitted *l* from his first name.
   b. wrote given name, then printed last name.
2. Failed to correctly copy from board.
   a. left *l* off level.
   b. wrote *in to* instead of *into*.
   c. omitted *probability*.
   d. wrote *curve* incorrectly.
3. Assignment
   a. *0.1* instead of *.01*
   b. *curve* miswritten
   c. *dependent* misspelled
   d. *lik* instead of *like*
   e. *them* instead of *than*
   f. capitalized *h*
   g. *curve* mispelled; appears to have interchanged "r" and "e" to read *curev*

In conclusion, I would like to stress that many LD students prefer to hide their handicaps and that others may not know they are LD. Parnel Davis, for example, although articulate, was aware only that he had severe, frustrating problems with the written word. Following my advice, he conferred with Mrs. Snyder and learned that he in fact was LD and, further, that other members of his family also displayed similar patterns. While labeling a condition and knowing the label did not cure Mr. Davis' learning disability, it did help him in numerous areas of his academic life. Most importantly, he began to understand more about himself, what he must face and do in order to succeed in school. After wondering about himself for most of his school years, it was a relief for Parnel to learn that others had similar problems and help was available. It was out in the open where he could deal with it. And at the same time, it was frightening. His most formidable and most immediate responsibility was forcing himself to reveal his disability to professors so that they, too, could make some adjustments.

IV. TEACHING STRATEGIES

In general, the most important point to bear in mind is that LD students are not faking their handicaps in order to gain privileges. Although certain adjustments and accommodations may be helpful as suggested below, academic standards need not and should not be compromised. Also, it must be emphasized that academics is not the only area affected by learning disabilities. Mark, for example, had trouble "fitting in" easily, and in compensation for his social inadequacies, he tended to come on too strongly at times, which "turned off" some professors.

Brown reminds us: "Social skills problems are part of the handicap of learning disabilities. Due to the perceptual problems, learning disabled individuals may have trouble understanding others. A person who cannot visually discriminate between light and dark colors will also be unable to tell the difference between a happy and a sarcastic smile. A person unable to discriminate between a "v" and a "b" sound may not be able to tell the difference between joking and questioning voices. People with auditory handicaps work so hard to understand the words of a statement that they may ignore the nonverbal meaning. This confusion can cause learning disabled adults to respond inaccurately."[5]

On a personal level, then an LD student may make us feel uneasy. He may be overly shy or aggressive, or he may stare, move in a disorganized way, or he may try so hard to pay attention and do well that he radiates tension. Brown suggests that rather than subtly reject the student, we be honest and deal with these feelings appropriately, perhaps by expressing

[5] Ibid.

our thoughts with another appropriate person such as a confidant or counselor.[6]

Related to the classroom, a number or suggestions for accommodating the LD student follow:

1. Allow tape recording.
2. Encourage LD students to borrow notes of other students and/or provide them with extra materials.
3. Be available. Keep regular office hours and encourage consultations.
4. Accommodate testing. That is, allow students to bring a reader, or supplement with an oral, or allow extra time. On this important topic, Brown suggests: "Some learning disabled students with difficulty writing will need a person to write the answers for them or may need to speak into a tape recorder. Others will need the examination read to them. Tests for learning disabled students should be printed clearly with dark ink, so the letters are easy to see. Double negatives are confusing for students with directional handicaps. Computer cards are difficult for some students with motor problems since they have a hard time keeping the pencil marks within the lines. Also, students with visual tracking problems may fail this type of test due to putting answer "1" in answer space "2" and answer "2" in answer space "3" and so on. Many students can take tests normally, but need extra time to complete them, because of their slow reading and writing abilities."[7]

Suggestions I gained from the workshop required only a few minor adjustments in my teaching techniques, but I feel they may have facilitated profound improvements for a number of LD students' comprehension and performance. Appendix B lists some useful teaching tips developed by Kahn[8] that specifically apply to LD students, but the suggestions summarized below have been particularly helpful to me:

1. Use a syllabus. Providing a syllabus outlining the materials, reading assignments, testing dates and other expectations is valuable. Appendix C is a syllabus that steps beyond the course outlines I have used in the past, and although not necessarily an ideal model, I feel has improved my Sociology of Leisure course.
2. Use multiple modalities of audio, visual and tactile. Present materials in as many different ways as possible under the circumstances. That is, if feasible, not only lecture but write on the blackboard and/or use slides, overhead projector, video and films.

[6] Ibid.

[7] Ibid.

[8] Kahn, Michael S. "Learning Problems of the Secondary and Junior College Learning Disabled Student, *Journal of Developmental and Remedial Education, 1981, Vol. 4, No. 3, p. 5*

3. Recap frequently. Begin each class with a brief review of previous material covered and recap at the end of class.
4. Encourage questions. Stop periodically and ask for questions and comments.
5. Repeat. Repeat several times major information pertaining to both lecture and books.

V. SUMMARY AND SOME FINAL OBSERVATIONS

Learning disabled (LD) people have difficulty processing information through one or more of their senses in acquiring, storing and/or retrieving data, although they are capable of learning and performing as well as the general population. Indeed, those who reach college generally are often superior to their peers in most intellectual abilities albeit struggling to maintain passing grades. The HELDS workshop focused on sensitizing a core of twenty faculty in the general education areas to LD characteristics and on suggesting teaching techniques to facilitate LDs' learning. Personally, I found the workshop to be most enlightening and I feel it helped me not only in identifying and dealing with learning disabled students, but also improved my teaching generally. Until the workshop experience, I recognized that an occasional student seemed to have reading problems or behaved noticeably and inexplicably differently, but I was totally unaware of the complexity and extent of the LD problem or even the meaning of the term "learning disability."

At first a number of people in our workshop had difficulty accepting the proposition that capable people could hope to succeed in college even though they were unable to read; they felt that the students were lazy, improperly prepared by the public school system, or simply intellectually incapable of functioning at a college level. While I personally was able to accept the learning disability concept, I found I had considerable difficulty in approaching students whom I suspected of being LD. Although I was pleased to attempt to accommodate the Marks and those who came forward and identified themselves as LDs, I was extremely reluctant to approach the Parnels, those who, I suspected, wished to remain anonymous. Even though I still have to solve this diffidence problem, I am convinced it is essential that LD students be identified and dealt with as soon as possible. Particularly, for those of us teaching behavioral and social sciences as general education courses, (the federal mandate notwithstanding). I feel we are obligated to the LD students, our professions, and to society in becoming aware, sensitive and willing to grapple with the field of learning disability, thus becoming involved with LD people personally and conducting research in the area.

APPENDICES

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APPENDIX A

Criterion and Behavioral Checklist for Adults with Specific Learning Disabilities

1. Short attention span.

2. Restlessness.

3. Distractability. (The student seems especially sensitive to sounds or visual stimuli and has difficulty ignoring them while studying.)

4. Poor motor coordination. (This may be seen as clumsiness.)

5. Impulsivity. (Responding without thinking.)

6. Perseveration. (The student tends to do or say things over and over. Mechanism that says "finished" does not work well.)

7. Handwriting is poor. (Letters will not be well formed, spacing between words and letters will be inconsistent, writing will have an extreme up or down slant on unlined page.)

8. Spelling is consistently inconsistent.

9. Inaccurate copying. (The student has difficulty copying things from the chalkboard and from textbooks; for instance, math problems may be off by one or two numbers that have been copied incorrectly or out of sequence.)

10. Can express self well orally but fails badly when doing so in writing. In a few cases the reverse is true.

11. Frequently misunderstands what someone is saying. (For instance, a student may say, "What?", and then may or may not answer appropriately before someone has a chance to repeat what was said previously.)

12. Marked discrepancy between what student is able to understand when listening or reading.

13. Has trouble with variant word meanings and figurative language.

14. Has problems structuring (organizing) time -- The person is frequently late to class and appointments; seems to have no "sense of how long a "few minutes" is opposed to an hour; has trouble pacing self during tests.

15. Has problems structuring (organizing) space -- The student may have difficulty concentrating on work when in a large, open area -- even when it's quiet; may over or under-reach when trying to put something on a shelf (depth perception).

16. Has difficulty spacing an assignment on a page, e.g., math problems are crowded together.

17. Thoughts -- ideas wander and/or are incomplete in spoken and written language. Student may also have difficulty sequencing ideas.

18. Sounds -- A student's hearing acuity may be excellent, but when his brain processes the sounds used in words, the sequence of sounds may be out of order: e.g., the student hears "aminal" instead of "animal" and may say and/or write the "aminal."

19. Visual selectivity -- May have 20/20 vision but when brain processes visual information, e.g., pictures, graphs, words, numbers, student may be unable to focus visual attention selectively; in other words, everything from a flyspeck to a key word in a title has equal claim on attention.

20. Word retrieval problems -- the student has difficulty recalling words that have been learned.

21. Misunderstands non-verbal information, such as facial expressions or gestures.

22. Very slow worker -- but may be extremely accurate.

23. Very fast worker -- but makes many errors and tends to leave out items.

24. Visual images -- Has 20/20 vision but may see things out of sequence, e.g., "frist" for "first," "961" for "691." Or, a student may see words or letters as if they are turned around or upside down: e.g., "cug" for "cup," or "dub" for "bud," or "9" for "L" for "7," etc.

25. Makes literal interpretations. You will have to have them give you feedback on verbal directions, etc.

26. Judges books by their thickness because of frustration when learning to read.

27. Has mixed dominance: e.g., student may be right handed and left eyed.

28. Moodiness -- Quick tempered, frustration.

29. Cannot look people in the eyes and feels uncomfortable when talking to others.

30. Has trouble answering yes or no to questions.

Students with specific learning disabilities which affect their performance in math generally fall into two groups:

1. Those students whose language processing (input and output) and/or reading abilities are impaired. These students will have great difficulty doing word problems; however, if the problems are read to them, they will be able to do them.

2. Those students whose abilities necessary to do quantitative thinking are impaired. These students often have one or more problems such as the following:

A. Difficulty in visual-spatial organization and in integrating nonverbal material. For example, a student with this kind of problem will have trouble estimating distances, distinguishing differences in amounts, sizes, shapes, and lengths. Student may also have trouble looking at groups of objects and telling what contains the greater amount. This student frequently has trouble organizing and sequencing material meaningfully on a page.

B. Difficulty in integrating kinesthetic processes. For example, a student will be inaccurate in copying problems from a textbook or chalkboard onto a piece of paper. The numbers may be out of sequence or the wrong numbers (e.g., copying "6" for "5"). Problems may be out of alignment on the paper. Graph paper is a must for them.

C. Difficulty in visually processing information. Numbers will be misperceived: "6" and "9," "3" and "8" and "9" are often confused. The student may also have trouble revisualizing, i.e., calling up the visual memory of what a number looks like or how a problem should be laid out on a page.

D. Poor sense of time and direction. Usually, students in the second group have the auditory and/or kinesethic as their strongest learning channels. They need to use manipulative materials accompanied by oral explanations from the instructor. They often need to have many experiences with concrete materials before they can move on successfully to the abstract and symbolic level of numbers.

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APPENDIX B

TIPS FOR TEACHING LD STUDENTS[9]

A. General

1. Set learning priorities and teach accordingly.
2. For all class sessions, review previous material, preview material to be presented, and help students summarize the material just presented.
3. Eliminate such classroom distractions as excess noise, physical motion, flickering lights, shiny jewelry, and loud clock ticking.
4. Whenever possible make alternative assignments
   a. for incomplete or incorrect work, give an alternative assignment — not a redo of the original assignment.
5. Notice and respond to nonverbal and verbal signs of anxiety or frustration.
6. Have a student helper assist students with lectures and assignments. The helper could take lecture notes or correct the students' lecture notes.
7. Make sure that the student understands what you have said, done, or demonstrated; then move on to more complex material.
8. Provide and teach memory tricks (mnemonics).
9. Teach the student to proofread assignments and tests.
   a. the teacher or student helper could read the student's work back to him until the student is capable of proofreading himself
10. Teach and encourage the student to use all teaching modalities (visual, auditory and motor — notetaking from lectures). To help students take lecture notes:
    a. provide introductory activities for the lecture by reviewing previous day's lectures
    b. supply students with sufficient time to review notes
    c. discuss new and previously introduced vocabulary words and concepts
    d. teach a shorthand and/or abbreviation system using such notations as
       1) w/ = with
       2) i.e. = that is
       3) *** = therefore
       4) & or + = and
       5) e.g. = for example

[9]Kahn, Ibid.

6) = = equal

7) ≠ not equal

8) ↑ = increase

9) ⁰↓ = move portion to place indicated by arrow

10) ↓ = decrease

11) > = greater than

12) < = less than

13) imp = important

14) c = about

15) cf = compare

16) fg. = the following

17) w/o without

e. during the lecture the teacher should

1) talk distinctly and at a rate that the students can follow

2) give an organized lecture

3) stop periodically and encourage questions

4) give unmistakable clues to identify and emphasize important information (for example, "This is important." The main points are, "This could be a test question.")

5) repeat major information

6) refer students to important textbook pages; use such visual devices as blackboards, overhead projectors and dittos to stress information

f. after the lecture the teacher should

1) help the students summarize the lecture

2) recognize students' notetaking skills and when needed provide additional instruction

3) give students time to edit notes and ask questions

11. Encourage the students to reflect on a task before starting it
12. Capture student attention before beginning class
13. Emphasize meaningful associations, be organized, and relate to student experiences
14. Give individual conferences to guide students and monitor understanding of assignments and course content
15. Frequently review material and check comprehension
16. Take the time to give good directions
    a. have students' attention before starting
    b. tell students purpose of activity

c. give direct and uncomplicated directions
   1) use correct grammar and vocabulary students understand
   2) be seen and heard clearly
   3) be concise and give sequential steps for students to follow
   4) be relaxed and positive
   5) minimize distractions
   6) make sure written directions are legible
d. tell class what materials to use and where to find them
e. vary ways to give directions
   1) oral, direct from the teacher or recorded on tape (so student can replay directions)
   2) written on ditto paper, blackboard, or overhead projector
   3) demonstrate what is to be done
f. clarify directions before starting the activity
   1) work on example together
   2) display a completed project
   3) encourage questions
   4) have students start the activity, then walk around room checking on student progress
g. encourage students to write down, copy, or tape record directions
h. with long-term assignments ask for periodic status reports

17. Encourage students to keep only materials necessary for class on their desks
18. Set time limits for classroom activities
    a. during examinations keep a clock visible and post time remaining
19. Help the students be organized by:
    a. posting a weekly schedule of class and study times
    b. listing materials needed for class
    c. posting when assignments are due
20. Teach students to use textbook sections: glossary, index, table of contents, introductions, summaries, and graphics
21. Instead of solely large group activity, provide for small group of independent projects
22. Keep extra supplies of paper, pens, and books
23. Have the students work in a study carrel
24. Give several short classroom activities instead of one long activity
25. Make furniture arrangements easy to maneuver around

B. VISUAL

1. Allow student to verbalize whenever possible
   a. before writing, let student state topic preference
   b. when studying, read material, lecture notes, and directions aloud
   c. with visual information, have the student summarize what is seen
2. Suggest that the student tape record lectures and directions for assignments
3. Provide more auditory presentation of information
4. Write legibly, use large type, do not clutter blackboard
5. In visual presentations, preview and review the material and help students summarize it
6. Have a consistent format for papers and assignments
7. To compensate for verbal expressional dysfunctions
   a. allow students to write answers before responding
   b. ask question he can answer
   c. answer in written form evaluative and appreciative questions (Barret's Taxonomy)
8. To compensate for reading problems
   a. explain purpose of readings: critical analysis, overview, pleasure and appreciation, application, skim for main idea, scan for specific information
   b. ask sound comprehension questions: start with the literal, move to inferential, then evaluative, and end with appreciative level questions
   c. find materials paralleling the textbook but written at a lower reading level
   d. tell the student to use a ruler or blank white index card to hold reading place
   e. have the student read silently, then orally
   f. while listening to a tape recording of a good reader, have the student read silently and follow along
9. Visual-motor problems
   a. encourage use of tape recorder for examination and lecture notes
   b. lower standards of acceptable writing form only
   c. encourage the student to use the typewriter when writing a paper or taking a test
   d. tape lecture material and assignments for student use

e. for notes or test, encourage the student to use graph paper and write cursively (one letter per block) and use pens and pencils that produce dark black lines

f. if student is expected to write in class, allot sufficient time.

10. Minimize visual stimuli: portable study carrels provide an effective environment
11. Have the student keep a file of his most commonly mispelled words
12. Challenge far vision (blackboard) and near vision (ditto papers) simultaneously
13. Reinforce all visual directions with verbal clues

C. AUDITORY

1. Use short one-concept statements
2. Encourage the student to tape each lecture
3. Talk at a slower rate
4. Face the student whenever possible
5. Do not penalize for incorrect spelling but correct the spelling
6. Encourage the student to select a seat that is clear of written graffiti, near a blackboard or overhead screen, and far removed from auditory disturbances
7. Tape classroom lectures
8. Encourage the student to visualize material that has been orally presented (revisualize material before answering questions)
9. Whenever possible, keep visual clues
   a. brief written outline of the material to be covered during that class session
   b. examples on the chalkboard or overhead projector
10. Encourage the student to rewrite his lecture notes and write out sample test question/answers while studying
11. Make written copies of your lecture
12. Instruct the student to repeat your questions before answering
13. Reinforce oral directions with written ones or with other visual clues

APPENDIX C

Course Syllabus for the Sociology of Leisure

Soc. 330
Sociology of Leisure
Course Outline
Sessions

Classroom discussions mostly will follow the outline shown below. Since little class time will be spent on text materials, please feel free to meet with me regarding the reading or any other aspect of the course. You can drop in during office hours or if you wish, make a special appointment convenient for both of us. A certain small percentage of the student body has problems referred to as "learning disabilities" which include dyslexia, dysgraphia and dyscalculia. If you happen to have a so-called learning disability or suspect that you do, I encourage you to talk with me about it. HAVE A GOOD QUARTER.

I. Introduction
   - A. O'Dea Paradigm
   - B. Basic Assumptions
   - C. Leisure, A Social Institution

II. Definitions
   - A. The Meaning of Leisure
   - B. Operational Definitions of Work and Leisure
   - C. Definitions Tested

III. Work-Free Time, A Problem
   - A. Abundance of Work-Free Time and Automation
   - B. The Work Ethic and Other Attitudes
   - C. Social Reform
   - D. The Crisis: Society, the Individual, Work Elite

IV. From a Work Ethic to a Leisure Ethic
   - A. Socialization
   - B. Definitions
   - C. Toward a Theory of Leisure
   - D. Planning, Policy, and Action

Required Reading:

Vonnegut — *Player Piano*

Cheek and Burch — *The Social Organization of Leisure in Human Society*

Newlinger — *To Leisure*

WEEK	*Assignment*
Jan. 6-8	Read Vonnegut
Jan. 1-15	Read Vonnegut Film: Of Time, Work and Leisure
Jan. 18-22	Test 1, Tues., over Vonnegut and class discussions Read Cheek and Burch, Chs. 1-3
Jan. 25-29	Read Cheek and Burch, Chs. 4-7
Feb. 1-5	Read Cheek and Burch, Chs. 8-11
Feb. 8-11	NOTE: Holiday Friday the 12th Test 2, Tues., over Cheek and Burch and class discussions Read Newlinger, Chs. 1 and 2
Feb. 15-19	NOTE: Holiday, Monday the 14th Read Newlinger Chs. 3-6 Reports 1 and 2
Feb. 22-26	Read Newlinger Chs. 7-10 Reports 3 and 4
March 1-5	Test 3, Tues., over Newlinger, class discussions and reports 1-4
March 8-12	Reports 6-8
March 15-19	Review Final Tues., 8-10 a.m.

EARNABLE POINTS	
40	Tests (3); Test 1, 10 pts. Tests 2 & 3, 15 pts. ea.
20	Participation
10	Oral Report (optional)
20	Written Report (optional)
10-40	Final
100	

GRADES	POINTS
A	93+
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	59 or less

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